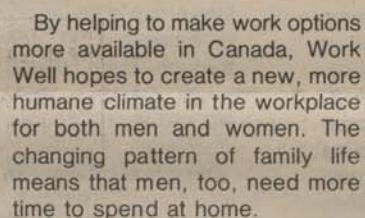


**Volume 5, Number 3**

**CELEBRATE INTERNATIONAL WOMEN'S DAY!**

# Women, Work and Work Options

by Francis Hunter



"When both parents work full-time, domestic responsibilities often fall unfairly on the shoulders of women," says O'Hara. "If men had the option of more flexible work arrangements, they could share more of the responsibilities."

Phased retirement is another work option that can help ease the often difficult transition from full-time work to full-time leisure. Additional work options include V-time (voluntary reduced work time), flextime, leaves of absence, compressed work weeks and banked

overtime. Each work option entails different arrangements of time and money, but they all provide the increased flexibility that workers are demanding in the 1980s.

"The needs of today's workers are more diverse than ever before," says O'Hara, "but most of us are still being 'shoehorned' into a one-size-fits all approach to work schedules."

For information about workshops and individual work option counselling, phone 385-2201 or write Work Well, Suite 521, 620 View Street, Victoria, V8W 1J6

A series of self-help pamphlets on job sharing and other work options is also available for \$3.00 (mail order, \$5.00). Titles include "Job Sharing: Is it For You" and "Job Sharing: How to Write a Proposal." ■

"Women workers are usually the first to see the value of job sharing and other work options," says Work Well director Bruce O'Hara. "They often want more flexibility in their jobs in order to enjoy a better balance between their work and their personal lives."

Work Well is Canada's first work option resource centre. Located in Victoria, Work Well provides information about work options and help in negotiating new work schedules with employers. Says O'Hara, "Work Well is ready to help any full-time employee who wants to convince the boss that there are more ways to get the job done than the standard 40-hour work week."

Work Well also helps innovative employers who want to establish work option programs for their employees. More and more businesses and institutions are seeing work options as a way to keep valued employees who want to work less than full-time.

Job sharing is an increasingly popular option with women who prefer to work less while still enjoying the advantages of a full-time position. Job sharing allows two equally qualified people to share one full-time position with salary and benefits prorated.

"Part-time work has traditionally been an economic trap for women," says O'Hara. "That's why work options are becoming so popular today. They offer the benefits of part-time work without the drawbacks of low pay and low status."

Women are interested in work options for a variety of reasons. They may need to work less because they are starting a family or retraining for a new career by going back to school part-time. Work options can also help ease the transition from home to work for women who are re-entering the work force after a period of unemployment.





# Report on the Status of

The following is a summary of the Vice-President's Ad Hoc Committee on Women's Academic Affairs; Subcommittee on the Status of Women Students.

The report was written by Carol Hubberstey (current Ombuds-person) and Julia Creet, with the assistance of Connie Carter (Challenge '86 student).

In the fall of 1985, VP Academic Murray Fraser commissioned the Vice President's Ad Hoc Committee on Women's Academic Affairs to assess the needs of women and prepare recommendations to improve their status at the U. of Vic. In addition to statistics and written and oral submissions from students, and the Forum on the Status of Women Students, the Sub-Committee interviewed a number of individuals and groups who had particular expertise in areas of concern: Nels Granewall (Financial Aid manager); David Clode, AMS Manager of Day Care Services, members of the University of Victoria Political Science Women's Caucus; B.C. PIRG; the Women's Centre; and the local representatives of the National Association of Women and the Law.

The subcommittee recognizes that it is important to have women and men equally represented at every level of the university structure and in all corners of the university environment. By this we mean that female professors should be visible and of equal stature with their male colleagues in all faculties and departments, and that female students should be as visible and as valued as their male counterparts in all classrooms.

In as much as this subcommittee believes that the university administration is committed to the equality of women in the university community, we wish to make the following statements:

1) that we fully support the policy of employment equity at UVic. We recognize that the hiring and promotion of women professors is crucial to women students because it:

- a) signifies to the University community and others that women are as equally capable as men of successfully performing in any area of study;
- b) validates their own efforts and career goals, and sends a clear message to women students that employment opportunities do exist for them, particularly in academia;
- c) provides important role models and potential mentors; and,
- d) helps create a more supportive and encouraging environment for women in general.

2) that there needs to be further development of courses and programs that focus specifically on women (ie. Women Studies) and that the inclusion of women in the content of course material in general needs to be encouraged

and expanded upon. This is necessary because:

- a) it validates the important contributions that women have made in all aspects of life and study;
- b) it encourages students to consider the female experience and perspective as worthwhile, separate and credible; and,
- c) it puts into practice the notion of a supportive, encouraging and egalitarian academic environment.

3) that the environment in which women students exist needs to be free from systemic and perceived gender bias. In terms of the classroom, which is the primary environment for most students, this means that:

- a) women students be encouraged to freely express and develop their ideas fully;
- b) within the classroom, the language, attitudes and behaviors be free from gender bias; and,
- c) contributions of women in all disciplines be included in course content and curriculum development.

4) that the degree to which the University is accessible to women is measured in concrete form through such things as library hours, day care, realistic financial aid and varied course timetables.

## Overview of Women Students 1985/86

Women students at the University of Victoria comprise 55.7% of the student population. Female students, however, are not equally represented in all the various faculties and departments. The Faculties of Arts and Science and Graduate Studies appear to have the most balanced ratio of female to male students, at 49.2% and 49.7% respectively, women are over-represented in the Faculties of Education (74.9%), Human and Social Development (78.4%), and Fine Arts (63.3%). In the Faculty of Law, women comprise 39.5% of all students. In the Faculty of Engineering, where they are most noticeably absent, a total of 11 female students make up 7.2% of the Engineering student body. Essentially, women students continue to be clustered in disciplines traditionally or stereotypically thought congenial to women's roles or skills, a situation which is not unlike that of women on Faculty.

In part-time/full-time breakdowns of students, women account for 61% of all part-time students, or 22% of total enrollment. At the undergraduate level, 39.4% of women students attend the University of Victoria on a part-time basis, versus 30.6% of men. At the graduate level, the numbers of women and men full-time and part-time are almost evenly matched for the first time in the history of the University.

A breakdown of students by age at the University of Victoria in-

dicates that female students tend to be generally older than male students. Comparing all students, women have a mean age of 27.0 years, or 2.1 years older than the average age of male students. The difference is most striking for part-time students where women have a mean age of 33.1 years, or 4.7 years older than the average age of male part-time students.

Statistics for rural/urban head counts by gender were unavailable.

## Accessibility

Without equality of accessibility for both genders, equality of opportunity suffers as well. Since 55% of the undergraduate and graduate students at UVic are female, it may look as though the University is accessible to women. However, closer examination reveals that 39% of women attend on a part-time basis. It is difficult to know the degree to which women choose to attend university part-time because of familial commitments, or economic constraints, but the following information suggests that what makes the University accessible for women is somewhat different than what makes it accessible for men.

During the Forum for Women Students, the following categories were identified as having impact on the accessibility of UVic for women: financial resources, financial aid, daycare, timetabling, and library hours.

## Financial Resources

The fact that women students face unequal economic rewards in the labor force is reflected in the publications, *A Report on Students Employment, Summer 1983*, and *A Report on Student Employment, Summer 1984*, compiled at the University of Victoria.

These surveys found that female students expected to earn less than male students in each of the three summers of 1982, 1983 and 1984 included in the reports. For the summer of 1984, 73% of women expected to earn under \$3,000, and 51.4% of these women expected less than \$2,000 during this period. This compares unfavorably with male students, as 46.3% expected to earn less than \$3,000 and 31.7% less than \$2,000. Furthermore, more men than women were likely to earn larger amounts of money. For example, 28.1% of women expected to earn over \$3,000, while 53.6% of men expected to earn this amount. This gender related disparity was particularly acute for women and men who expected to earn over \$6,000. Although the percentages were small for both, just under six times as many men (8.1%) as women (1.4%) expected to earn over \$6,000.

Women and men again faced unequal economic consequences as a result of lower female summer employment earnings. Women were less able to meet the expenses of their educational terms. To illustrate, more men than women were able to meet 50% or more of their university expenses.

Even more striking is that fact that in 1984, 44.1% of women would be unable to meet 25% of their expenses as compared to 27.6% of men. Moreover, the percentage of women whose earnings will not cover 25% of their expenses had grown from 33% in 1982, to 44.1% in 1984, while male rates for this group have stayed relatively stable.

Women and men also expected to meet their financial needs in differing ways. More women (51.3%) than men (37.0%) expected to rely on parents for support, and women (24.7%) more often than men (18.9%) expected to work part-time during their studies.

## Financial Aid

The average cost of attending university (according to provincial government standards) for a single, independent student living off campus is \$6,088 for eight months.

The Canada Student Loan (CSL) program under its guidelines for assessing need for financial assistance, suggests that a single parent needs \$10,424 for a twelve month period, plus \$1,879 per child up to 11 years of age, \$2,784 per child 12 to 15 years of age, and \$3,396 per child 16 years and over, for the same 12 month period. By CSL standards a single parent with two young children attending university full-time would require \$14,182 per 12 month period.

It is glaringly apparent that both CSL and UVic assessments are significantly higher than what is actually available through the BC Student Assistance Program (BCSAP). This program, which is an amalgam of the CSL and BC Student Loan (BCSL) programs, provides a maximum of \$5,970 for eight months of study, or \$8,955 for 12 months (as of September, 1986).

It is noteworthy that the maximum available to single parents through the BCSL program is only \$400 more than that which is available to single students with no other obligations. In other words, the financial needs of single parents are grossly undermet.

Obtaining scholarships requires good grades, which requires having the time and energy to put into studying, while at the same time maintaining parenting duties. Furthermore, according to CSL standards, only 6% of single parents were awarded loans sufficient to meet their needs. One cannot help but wonder how a single parent with two children who receives the maximum of \$5,970, but who realistically needs at least twice the amount, can make ends meet.

Ultimately, the question has to be the impact this has on the ability of female students to repay their loans, especially when faced with economic disparities in the job market. We also wonder how much the carrying of a large financial burden negatively affects the decision of women to continue with post-graduate studies.

## Daycare

The provision of adequate daycare is a necessary and vital



# Women Students at UVic

component in the whole question of academic accessibility for women.

Currently, Daycare operates four daycare programs: three daycare centres and an after-school program. It is anticipated that, pending University approval, they will eventually be in a position to offer part-time daycare as well. Seventy-five per cent of the spaces are allocated for students, the remaining twenty-five per cent go to staff and faculty members.

The main problems for parents requiring daycare are cost and availability. A daycare subsidy, based on a means test, is available from the Ministry of Human Resources. For those who qualify for the full subsidy — as most single parents would — this amounts to \$303 per month per child under 3 years of age, and \$230 per month per child 3 to 6 years of age. Unfortunately, this subsidy is not sufficient to cover actual costs and so the AMS has to charge parents an additional \$50 per month per child in full-time daycare.

A second constraint for parents wanting to put their children in daycare is availability. Daycare has to run at full capacity in order to keep costs down, and generally has a waiting list of 30 to 40 students. This can mean a waiting period of one year or more; a situation that is to no one's benefit.

At the same time, if the University anticipates having more female faculty, being able to offer on-campus daycare can provide an attractive incentive for potential candidates.

## Timetabling

Given that a large percentage of university students attend part-time and that a large number of these students are women, the small numbers of programs offered on a part-time basis are clearly inadequate. This is especially relevant in light of the fact that part-time enrolment in University is on the increase for both men and women. Thus, an increase in courses scheduled on evenings and weekends would better suit the changing university population.

## Library Hours

Library hours are yet another area of academic life at the University of Victoria which affects accessibility for women. The situation has become particularly acute in the last few years as the MacPherson Library has had to reduce its hours of operation due, again, to economic "restraint." Obviously, reduced library hours constrain participation in academic life by making it harder to obtain the necessary books and materials for term papers and other class assignments.

For women with children, the reserve reading room hours can be extremely difficult to deal with. It is virtually impossible to pick up children from day care or school, feed them and be back at the Library by 6:00 p.m. to obtain a book for overnight loan before it is taken out by someone else. Furthermore, it is virtually impossible

for single parents or working women to be back at 8:30 a.m. to return the book or article.

Library hours also affect part time students who may be working to support themselves during their studies. Furthermore, both summer employment surveys mentioned previously (Watson, 1983 and 1984), indicated that about 25% of female versus 19% of male students expected to work part time during their educational term. Thus, reduced library hours are likely to disadvantage a greater percentage of women than men.

## Academic Environment

Though the University environment is a reflection of the larger social structure, we believe that it is within the power of the University as a whole and individuals in the classrooms — professors and students — to affect positive changes in the specific areas outlined in this section, through a combination of administrative support, consciousness-raising, and student evaluation of courses and teaching effectiveness.

## Course Content

In a study on sex bias in the academic environment, conducted by Joan Graves of the University of Victoria Women's Centre and B.C. PIRG during the summer of 1985, "the majority of respondents noted that contributions by women constituted only between 0% and 25% of course content." (B.C. PIRG Report, Winter 1986, p.7).

While it may be unrealistic to expect that the University in these times of "restraint" would have the resources to develop courses specifically on women, it is not unrealistic to propose that existing courses could be modified to provide the inclusion of women's experiences and perspectives in the courses.

Courses which contain little or no information about women decrease the usefulness of the course for all students, but particularly for women for these reasons:

1. *Relevance:* Courses which provide no information on women are of little use to women who are trying to come to an understanding of their lives in contemporary society, or the experiences of women in the past.

2. *Support of Status Quo:* Invisibility of the female experience in course content serves to support assumptions about the meager contributions of women, instead of examining reasons for invisibility and the criteria by which we assess the importance of contributions.

3. *Inaccurate Information:* It is commonly understood in feminist theory that male models do not reflect female experience. Most of the theories that are taught are androcentric without this ever being stated explicitly. Once again, this denies female experience, and reduces the accuracy or usefulness of this information for women.

## Role Models

After course content, the lack of role models for women was the second most common concern in the

assessment of the academic environment. This is not surprising given that women are seriously under-represented on faculty at the University of Victoria. Out of 481 full-time regular faculty, 71 or 15% are women, most of whom are concentrated in the lower academic ranks. In some departments there are no women on staff apart from sessional and part-time lecturers.

This may affect female students' decisions to pursue academic careers.

## Inclusive or Genderless Language:

On May 1, 1986, the University Senate passed a proposal put forth by Janet Erasmus, a student Senator, and endorsed by the Faculty of Graduate Studies, on the use of gender specific language in graduate theses:

Let it be the policy of the University of Victoria to encourage the appropriate use of inclusive language rather than gender specific language in graduate theses prepared in satisfaction of degree requirements of this University.

Thus, it is obvious that the University community is beginning to acknowledge the importance of the use of genderless or inclusive language by professors and students.

For those students who are already aware of the discrimination inherent in the use of the generic 'he', a policy on the use of genderless language would provide support for voicing their concerns to professors. As it stands now, students who regularly protest sexist language, examples or remarks in the classroom often fear and are subject to reprisals from professors who are annoyed by this. It is very difficult to document cause and effect in these cases, and most women feel it is not worth the trauma to try when there are not adequate avenues for protest, nor University policy that would support their case.

## Recommendations

1. That a policy of equity employment (hiring) for women be adopted by the University of Victoria, and that this continue until such a time as women are equally represented on faculty at all levels of university and in all departments.

2. That the Administration actively encourage all Faculties to adopt guidelines similar to those adopted by the Faculty of Law calling for equal representation of women in course material, and by the Senate encouraging the use of inclusive gender language in graduate theses.

3. That, in conjunction with number 2, the Administration bring to the attention of all faculties and departments the need to include material on women in course content.

4. That an additional fund or bursary be made available for single parents who are in financial difficulty and that a similar one be created for rural students.

5. That a study of part-time

students be implemented to determine whether their needs are being met in the following areas: financial assistance, timetabling of courses, library hours and day care.

6. That the Administration commit itself through a contribution of funds or capital resources to expand day care operations, so that the cost per individual child can be reduced, or at least held steady.

7. That the Administration neither plans nor implements further cutbacks to library hours and that it begins to extend openings immediately.

8. That course and professor evaluations be revised immediately to include questions regarding inclusion of women in course content and language in the classroom.

9. That, given the inadequacy for bringing these issues forward through current official channels, a position be created wherein the concerns of women students are one of the priorities. This could be in the form of the half time position envisioned in Student and Ancillary Services for the purpose of working with special needs students (ie. foreign students, native students, and handicapped students).





# INTERNATIONAL

★4th Annual★

# FILM FESTIVAL

March 10, 11, 12, 13  
at Cinecenta, UVic  
Admission Free  
(Donations appreciated)  
for daytime showings

Tuesday, March 10

- 12:00 *Other Half of the Sky.* Depicts life in the People's Republic of China as seen by delegation of eight American women who visited there in 1973. 75 min.
- 1:30 *Annapurna. A Woman's Place.* A visually and emotionally moving film of a women's mountain-climbing expedition. 45 min.
- 2:30 *Change of Heart.* A drama about a family, a marriage, and a woman living in a world of alternatives. 57 min.
- 3:30 *This Borrowed Land.* A film about agriculture, ecology, land misuse and the stout willed farmers who happen to be women. 30 min.
- 7:00 & 9:00 *Gertrude Stein: When This You See, Remember Me.* The film biography of a woman and a city who came together at a moment of revolutionary ferment in art and literature. It is the recaptured essence of Paris of the twenties and thirties and the remarkable woman whose circle embraced Picasso, T.S. Eliot, Hemingway, Matisse, Marie Laurencin, Lipchitz, Sherwood Anderson, Ezra Pound, and many other avant-garde writers and painters. The 7 p.m. showing will be introduced by Dr. Stephen Scobie of the English Department, UVic. 89 mins. Admission: \$2.50

Wednesday, March 11

- 12:00 *For a Woman in El Salvador Speaking.* This unusual & dramatic film conveys the force of events in El Salvador as they impinge on one women's life. 8 mins.
- 12:15 *Speaking of Nairobi.* A World Meeting for Women. 58 min.
- 2:30 *No Longer Silent.* A revealing look at discrimination against women in India. 58 min.
- 1:30 *Japanese Women.* A film which examines the status of women within Japanese society. 52 min.
- 3:30 *China Land of My Father.* A journalist's discovery of her roots wherein she compares her life as a wife and mother to the experience of a similar woman in China. 28 min.
- 4:00 *Abortion: Stories from North and South.* A cross-cultural survey of the realities of abortion. 60 min.





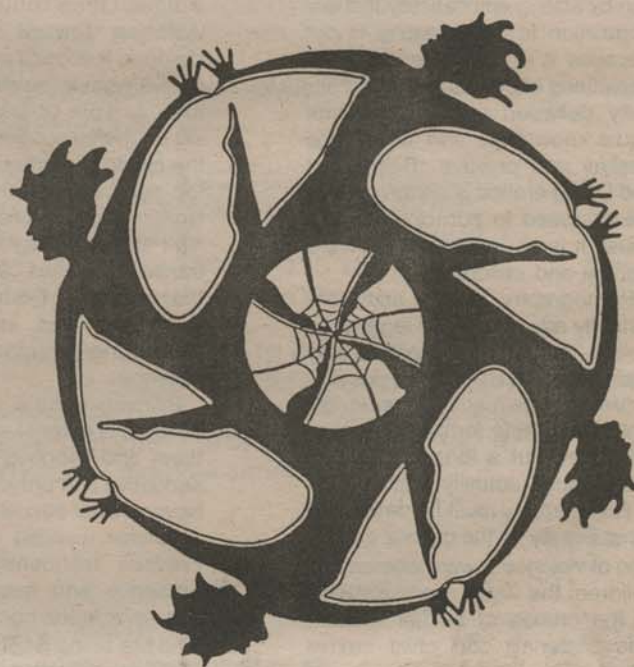
# WOMEN'S DAY

Thursday, March 12

- 12:30 *Esther Warkov*. A film of this Canadian painter. 23 min.  
 1:00 *Pursuit/Flight*. An art film by Marilyn Cherenko. 5 min.  
 1:15 *It's a Party*. An experimental art film. 12 min.  
 1:30 *Growing Up at Paradise*. Sandy Wilson's autobiographical film of her childhood in Penticton (later expanded upon in her film *My American Cousin*). 18 min.  
 2:00 *Kathe Kollowitz*. An introduction to the philosophy, experiences, and art of this European artist. 19 min.  
 2:30 *See You in the Funny Papers*. A portrait of Lynn Johnston, a Canadian cartoonist. 28 min.  
 3:00 *Men: A Passion Playground*. A playful film based on a poem by a local Victorian poet. 7 min.  
 3:15 *Granny's Quilts*. A film about the art of quilting. 20 min.  
 3:45 *Shades of Red*. This film provides that rare experience in film viewing, the truly heart-thumping aesthetic moment. 40 min.

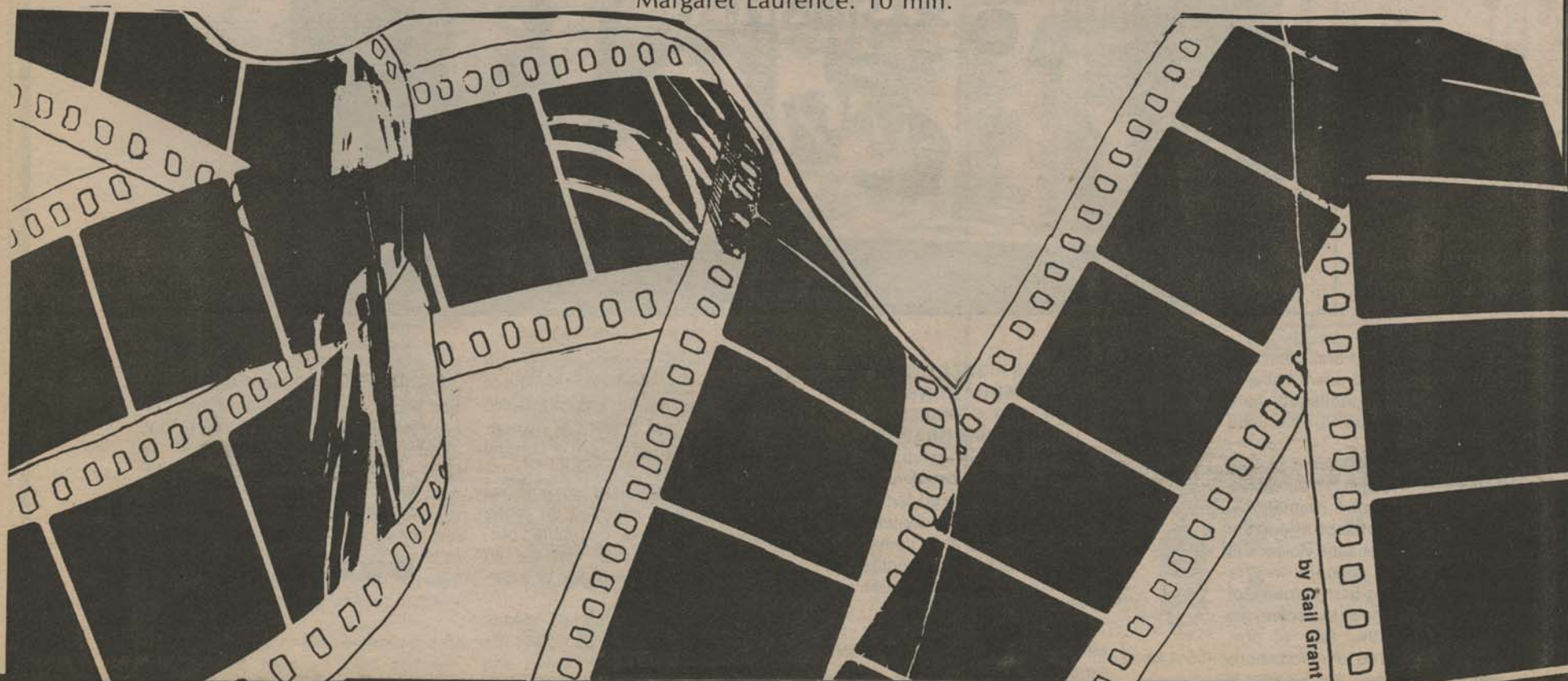
a celebration

of women



Friday, March 13

- 12:00 *Behind the Veil*. Part I. The first film ever to record from a global perspective the turbulent history and remarkable achievements of women in religion. 64 min.  
 1:15 *Behind the Veil*. Part II. 64 min.  
 2:30 *Paces*. A film on the experiences of running and training. 11 min.  
 2:45 *Speaking Our Peace*. A film about women, peace and power. 60 min.  
 4:00 *If You Love This Planet*. Dr. Helen Caldicott speaks on the issue of nuclear arms and the pressing need for world peace. 30 min.  
 4:30 *A Winter in the Nuclear Age*. A conversation with Margaret Laurence. 10 min.



by Gail Grant



# Women's Rights Committee Brief to the Fraser Commission on Pornography



We want to open our presentation by stating emphatically that our opposition to pornography is not because it is about sex. Explicit depictions of consensual sexual activity between two people with equal knowledge and power are healthy and positive. Respectful and loving erotica is enriching. We are opposed to pornography because it is about violence toward women and children.

Pornography overtly and consistently advocates and legitimizes violent, humiliating and painful acts under the guise of sexual activity. It presents pain and coercion, not only as a viable form of sexual interaction, but a form of pleasure that women actually crave.

Pornography must be defined for what it really is: the cultural expression of violence toward women and children; the visual representation of the crimes of sexual assault, wife battering and child sexual abuse.

Pornography is far more insidious than other forms of violence toward women and children. It doesn't just affect 10% of women in relationships with men, or 15% of the women walking on the street alone, or 25% of the children: it affects us all, all of the time. Unlike other attacks on women and children, prevention isn't an option; safe shelters and transition houses can't respond to the problem. Pornography pervades our lives, influencing and promoting institutionalized violence.

Pornography's impact on children is extensive. It sexualizes them and imposes upon them a seductive and provocative aura far beyond their sexual development. Agencies working with disturbed children frequently report the presence and influence of pornography in the homes of children who are being sexually assaulted. Pornographic films and magazines

can be shown to young children without restriction. Taking pictures of them in infantile but clearly pornographic poses often can be the first step toward sexual assault.

Initiation rites into "adult sexuality" for young boys can now be done in the comfort of their own homes with the growing availability of pornographic videos.

Just as the criminal justice system has finally recognized that rape of women is not about sex but about power and domination, that wife battering is not simply a domestic dispute but a crime of assault, that sexual abuse is not

about seductive children but misuse of adult power, the criminal justice system must begin to see pornography not as titillating media but as hate propaganda.

## Availability of pornography is repressive

Civil libertarians and "free speakers" have defended the right of producers of pornography to distribute their product, arguing that to restrict this right would amount to suppression of their freedom. Yet it is the availability of pornography that is repressive. Women and children have become the victims of this packaged



message of hatred and coercion, just as Blacks and Jews became victims of the packaged hate message of the Ku Klux Klan and the Nazis.

The solutions are limited and not particularly effective. While we are proposing legislative restrictions, we know that will not affect the worst abusers because violence is a fundamental concept in our society. The long-term solution, of course, is to remove the economic benefits from the sale of pornography. This is a much more complex strategy.

## WOMEN'S RIGHTS COMMITTEE RECOMMENDATIONS TO THE FRASER COMMISSION ON PORNOGRAPHY

That federal legislation be amended to include pornography as a form of hate propaganda, and that the test of the acceptability of pornography not be "community standards" but a truly objective test that incorporates degradation and violation of human rights.

That provincial legislation be enacted to regulate the sale and/or rental of video tapes for private viewing.

That municipal governments be urged to investigate the licenses of businesses dealing in pornographic materials, and powers of revocation be enacted where a criminal conviction has occurred.

That there be equal prosecutions and penalties imposed on those who make and distribute pornography, whether that be an underground organization or a corner grocery store.

That legislation should clearly define pornography as violent actions that coerce, threaten and harm its victims into performing

sexual activity.

That all pornographic materials be eliminated from Pay TV, regardless of the time of day that they are shown.

That the Broadcast Act human rights clause include the concept of gender.





# Heather Bishop



"commanding presence ...  
powerful entertainer ..."

"Experience Heather Bishop — she  
will stir your heart!" (Webspinner)

"Believe me, when she hauls back  
and hits you with the first strong notes  
... the roof could cave in and  
nobody would move." (Halifax Mail-Star)

"her voice is absolutely first class"  
(Edmonton Journal)

"Heather Bishop has a voice as big  
as Manitoba. Her lyrics and music  
have the heart to match her voice. I  
am always honoured to share the  
stage with her." (Kate Clinton)

"People come up to me and say:  
'You've given me the energy to keep  
on keepin' on.' If that's the gift I can  
give people, I feel great — I've done  
my job." (Heather Bishop)

**An Album Release Concert for Heather Bishop's New Album "A Taste of the Blues"**

**With Kris Purdy Opening, Also with Sherry Shute and Marilyn Lerner**

**FRIDAY, MARCH 6, 1987 — 8 P.M. — DOORS OPEN AT 7:30 P.M.**

**Victoria Highschool Auditorium, 1260 Grant Street (Near Fernwood St.)**

**Admission: \$6 in advance & \$7.50 at the door**

**Tickets at: Everywoman's Books, Folklore Centre, Hawthorne Books & Student Union Building Ticket Office at UVic**

**Sponsored by: International Women's Day Committee & UVic Women's Centre**

## New Second Stage Shelter for Victoria

In September of 1987 a six unit apartment building will open as a second stage shelter for women and children. It will be for women who have left Transition House or experienced some other crisis and are not able to live on their own. Women will be able to live in the 1-2 bedroom fully equipped apartments for 1-6 months. During that time they'll be able to get adjusted to living on their own, do counselling around violence, alcohol, drug abuse, parenting or whatever their needs are to establish a more stable life. Staff will be on hand to refer women and their children to available services and to lead group counselling in some of these areas.

Donations of cash are needed for a down payment fund and fur-

nishings for the building. The Greater Victoria Women's Shelter Society, which is sponsoring the shelter, is a registered charity and can issue tax deductible receipts.

The Society's next project will be an emergency shelter for women and children whose problems are other than fleeing abusive situations, which is the client group served by Transition House. Women using the shelter would be those with no housing, no money, those in transition from one facility to another, women coming out of hospital who have not located housing and women referred from emergency situations, such as fires in their homes.

For more information on this much needed service and how you can help call 388-5299.

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# Your Alma Mater Society and S.W.A.G. present THE PASSIONATE MINDS CONFERENCE

— *issues in feminism* —

— NOON DISCUSSIONS IN THE S.U.B. THEATRE —

Mon. March 2nd — 12:30 p.m. "Feminism in Practise"

— Dr. Josephine Payne-O'Connor

Tues. March 3rd — 12:30 p.m. "Women in Politics"

Dr. Josie Schofield, pol. sci. — Dr. Milnor Alexander

Wed. March 4th — 12:30 p.m. "The Impact of Feminism on University Education"

Dr. Christine St. Peters, Women's Studies

Dr. Maureen Maloney, Law

Dr. Patricia Tsurumi, History

Dr. Norma Mickelson, Ed.

— FREE TO ALL —

## — KEYNOTE SPEAKER EVENT — DR. MARY O'BRIEN

University of Toronto

*speaks on*

"FEMINISM AS PASSIONATE SCHOLARSHIP"

Wed. March 4th — 7 p.m. University Centre Auditorium

Students — Free      Non-students — \$2.50

(9 p.m. - 12 midnight Potluck in S.U.B. sponsored by the Women's Centre)

# Calendar

★ INTERNATIONAL WOMEN'S DAY ★  
Sunday, March 8th

INTERNATIONAL WOMEN'S DAY FILM FESTIVAL  
Tuesday - Friday, March 10th - 13th

PASSIONATE MINDS CONFERENCE  
Monday, March 2nd - 4th

HEATHER BISHOP — CONCERT  
Friday, March 6th, 8 p.m.

AROUND TABLE DISCUSSION  
Topic: National Conference on  
Immigrant & Minority Women

Anne Dowden and Bunsy Pagely  
Friday, March 6th, 12 noon, Room 215, Douglas Street  
Sponsor: Greater Victoria Multicultural Women's Association

MARY O'BRIEN: "REPRODUCTION IN THE NINETIES"  
Saturday, March 7th, 11 a.m. - 1 p.m.

MacLaurin 144, UVic

S.W.A.G. Brunch

\$6.00 — talk and brunch, \$2.00 — talk only

UVIC WOMEN'S CAUCUS  
Meeting times and locations posted in Women's  
Centre, SUB.

CELEBRATING INTERNATIONAL WOMEN'S DAY  
"Celebrating Sisterhood" — Women Only

Sunday, March 8th, 1 p.m.

St. John's Church Hall, Quadra and Balmoral  
Potluck Lunch — "pick-up" foods, entertainment, wheelchair  
accessible, supervised play.

UVIC WOMEN'S CENTRE COLLECTIVE

Mondays and Tuesdays at 12:00 - 1:30 p.m.

Weekly meetings at the Women's Centre, SUB

THE EMILY

Mondays and Tuesdays at 12:30 - 1:30 p.m.

Weekly announcements and information given during Women's Centre  
meetings, SUB

STATUS OF WOMEN ACTION GROUP

Thursday-at-Noon discussions, 12:00 - 1:00 p.m.

213-620 View Street

Weekly informal presentations. Bring your lunch!

Office collective meets the third Monday of the month, 7:30 p.m. at the  
office. New members welcome. For more information contact Debby  
Gregory, 381-1012.

BOOK DISCUSSION

Wednesdays 12:00 noon

Women's Centre, SUB

*the* **Emily** **STAFF**  
**BOX**

This issue edited by: Jody Stamps

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TAKE PART!!  
The Emily is interested in receiving articles for publication particularly those concerning women's issues: interviews, poetry, essays, commentaries or critiques. For more information contact Jody Stamps at the Women's Centre or phone 592-6783.